COURSE SYLLABUS
Instructor: Christina Chateauvert, Adjunct Instructor
Email: er4524@wayne.edu or christinachateau@gmail.com
Cell phone: (586) 413-3776 (please feel free to text me)
Office hours: Please email me to set up a day and time
Skype Conferencing: chateavert1030
Also available via Google Hangout
Day/Time: Online: http://blackboard.wayne.edu

Course Description: In this course, students will explore broad conceptions of design including all activities involved in generating intentional change via artifacts and experiences; design thinking and knowledge.

While official definitions and textbooks in the instructional design field reflect a conception of design in which little has changed in decades, there has been a growing awareness since the early 1990s that broader conceptions of design could benefit practice in instructional design.

Preparations of instructional designers in college programs traditionally include the use of instructional design models and processes incorporating project work. Approaches based on research on design practice and the effectiveness of design pedagogies in the field are recently emerging in some programs as the design field is evolving.

Design is now defined as all activities involved in generating intentional change (e.g. learning or performance) via artifacts and experiences. This is in contrast to a traditional conception of design as primarily the activity of selecting instructional strategies.

Design thinking is something inherent within human cognition; it is a key part of what makes us human. Looking at design in the broad conception (e.g. anything that isn’t a simple, untouched piece of nature has been designed by someone), the quality of that design effort affects the quality of life. The ability of designers to produce effective, efficient, imaginative and stimulating designs is therefore important to all of us.

Design knowledge focuses on how specialized forms of knowledge are required in order to carry out design activities; these are distinct from scientific knowledge and include both tacit and explicit know-how, facilities embedded within designers themselves, and the knowledge

Monica’s course reflection “…all occupations engaged in converting actual to preferred situations are concerned with design.” - Donald Schón – The Reflective Practitioner
In this course we will take this quote to heart and it will drive what we are doing – design. How do we design instruction that is learner-centered and boosts learners to higher levels of thinking? Given the realities of budget, time, technology, and people, how do we choose effective instructional and delivery strategies? How can a learner-centered approach help drive the development of an impactful instructional intervention?

In this course, we are on an instructional design journey. You will experience the tenets of design thinking. You will design within a context and to reach outcomes, discover personas, and develop authentic learning. You will give yourself, your classmates, and me something to react to and you will make it rich.

Through constant interaction, you will journey out of your comfort zone and progress through the higher levels of thinking – analysis, synthesis and evaluation. At times you may feel uncertain and uncomfortable as you grapple with ambiguity and ill-structured problems. This is good, as it will make us better designers. At all times, you are encouraged to look at things from a different perspective. Your classmates and I will constantly stoke your creative fires.

Learning Outcomes and Expectations
Course learning goal
This course will introduce design, design thinking and design knowledge and link it to instructional design.

Learning outcomes
Upon completion of this course, you will be able to:
1. Define design, instruction, instructional design, and the role of the designer.
2. Define design space and identify the activities that occur in the design space.
3. Identify design principles and similarities and differences in the design process.
4. Define and identify design precedent through activities and case studies.
5. Given the context of an authentic instructional need or opportunity, discover your end user by designing to a precise description of learners and what they wish to accomplish.
6. Given the context of an authentic instructional need or opportunity, design to reach outcomes and show achievement by always working the problem-solution relationship.
7. Given the context of an authentic instructional need or opportunity, produce an experience design prototype.

Course Structure
This course is divided into 6 units, most of which will cover a two-week period on the semester calendar. Most will start on a Monday (at 12:00AM) and end on the second Sunday following the start date (at 11:59PM). Please see the schedule below which specifies the dates for each unit as well as an overview of topics, readings and assignments.

For each unit, there will be a link in the left sidebar on Blackboard. Each unit will be available to students on the day that the unit starts. You will find:
- Unit outcomes and reading assignments
- Instruction via video and/or PPT slides
- Assignments
- Announcements
Course Readings
We use three books that provide a solid foundation to our weekly topics. In order to have a course where collaboration, learning and imagination thrive, you are expected to come to each class prepared. This means that you have read the assigned readings and reflected on the key points and how the readings relate to what we are doing in the classroom.

Required Text: All three are available at Barnes and Noble Bookstore.


Assignments

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Dates</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Reflections</td>
<td>Various</td>
<td>20 points</td>
</tr>
<tr>
<td>(4 reflections, 5 points each)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Case Studies on Design</td>
<td>5/21, 6/18, 7/2</td>
<td>15 points</td>
</tr>
<tr>
<td>Visual Thinking Exercise</td>
<td>6/4</td>
<td>5 points</td>
</tr>
<tr>
<td>Design Problem/Opportunity Assignment</td>
<td>6/18</td>
<td>5 points</td>
</tr>
<tr>
<td>On Your Mark! Get set! Design! Group Assignment!</td>
<td>6/18</td>
<td>10 points</td>
</tr>
<tr>
<td>End-user Discovery Description</td>
<td>7/2</td>
<td>5 points</td>
</tr>
<tr>
<td>Content Discovery Description</td>
<td>7/16</td>
<td>5 points</td>
</tr>
<tr>
<td>Outcome and Assessment Discovery</td>
<td>7/16</td>
<td>5 points</td>
</tr>
<tr>
<td>Educational Experiences Activity Assignment</td>
<td>7/28</td>
<td>5 points</td>
</tr>
<tr>
<td>Detailed Experience Design Prototype</td>
<td>7/28</td>
<td>25 points</td>
</tr>
<tr>
<td>Total Points Available</td>
<td></td>
<td>100 points</td>
</tr>
</tbody>
</table>
Assignment Notes

1. Grammar & Spelling: All work should be original and free of spelling & grammatical errors. If more than 2 errors of this type are found, this will result in a 1-point deduction. If more than 4 errors, there will be a 2-point deduction. As designers, one of our jobs is to build trust with our clients, and this is very difficult to do if a client spots simple errors in written communication. Think of other errors of which they begin to imagine you’re capable of....

2. Submissions: Assignments are due on the date indicated in the syllabus. There will be NO extensions or partial grades given on assignments. Assignments that are not submitted by the due date will not be accepted.

3. The assignment information provided below is intended to provide an overview of the graded assignments. Detailed instructions on how to complete and submit each assignment will be provided in the course website.

Overview of Assignments

Reading Reflections: for the reading reflections, I will assign you to a reflection group starting in Unit 1 in order to make discussions more manageable and meaningful. For Units 1, 2, 3 and 6 you will be expected to respond to trigger questions provided on the group’s discussion board.

To receive full credit for the tasks you must demonstrate reflective consideration of the questions and an understanding of its implication for practice. Additionally, you are expected to respond at least once to at least one classmate’s comments. You are also encouraged to actively participate in beyond this initial comment, as discussions with your peers are an important avenue for learning. Your reflection and comments should be substantive, but doesn’t have to needlessly long.

Your initial reflection could range from 3-5 paragraphs in length and your other comments could vary from 1-3 paragraphs. Again, the key is not length but substance. Substance is reflected by clearly responding to the issue at hand, bringing in another dimension to the discussion, providing an example, synthesizing various remarks, bringing in external references that illustrate a different perspective, etc. Please refrain from one-liners, if they are not followed up by further articulation.

You will find trigger questions for each unit’s discussion with the Discussion Board. Simply respond directly, there is no need to attach the responses in a Word document.

Case Studies, Visual Thinking Assignment: There are three case studies due in Units 1, 2, and 3 and one visual thinking assignment due in Unit 2. These are individual assignments that you will submit as a Word Document in Blackboard. Assignment requirements are posted as attachments in the corresponding Unit links in Blackboard. The grammar requirements listed above apply to these assignments as well.
Group Design Assignment: There is one group design assignment due in Unit 3. Your group will receive a design problem assigned by me. It will be important to remember that there are no constraints on this design opportunity. You will have one week to complete this assignment and submit it in Blackboard. The grammar requirements listed above apply to this assignment as well.

Educational Design Prototype, Elements and Final Product: The Educational Design Prototype is the culminating assignment for the semester. This is an individual assignment due at the end of the semester. You will be completing pieces of this assignment beginning in Unit 3, the Design Problem Topic, the End-User Discovery, Content Discovery, Outcome and Assessment, and Educational Experience Activity Assignments. Assignment requirements are posted as attachments in the corresponding Unit links in Blackboard. The grammar requirements listed above apply to these assignments as well.

Final Grade Distribution
A = 95-100
A- = 91-94
B+ = 88-90
B = 84-87
B- = 81-83
C+ = 78 - 80
C = 74-77
F = Below 74

Attention Students with Disabilities
If you have a documented disability that requires accommodations, you will need to register with Student Disability Services (SDS) for coordination of your academic accommodations. The Student Disability Services (SDS) office is located at 1600 David Adamany Undergraduate Library in the Student Academic Success Services department. SDS telephone number is 313-577-1851 or 313-577-3365 (TDD only). Once you have your accommodations in place, I will be glad to meet with you privately during my office hours to discuss your special needs. Student Disability Services’ mission is to assist the university in creating an accessible community where students with disabilities have an equal opportunity to fully participate in their educational experience at Wayne State University.

Please be aware that a delay in getting SDS accommodation letters for the current semester may hinder the availability or facilitation of those accommodations in a timely manner. Therefore, it is in your best interest to get your accommodation letters as early in the semester as possible.

Withdrawal Policy
The last day to drop any class with a tuition refund is the end of the second week of classes. The last day to withdraw from the class without a notation of “W” on transcript, is the end of the fourth week of classes. All drop/add activity during the first four weeks should be done through Pipeline. Between the
end of the fourth and fifth weeks, withdrawals require the permission of the instructor and must be submitted on a Drop/Add form to the Registrar’s Office.

**Religious Observance Policy**
Because of the extraordinary variety of religious affiliations represented in the University student body and staff, the Wayne State University calendar makes no provision for religious holidays. It is University policy, however, to respect the faith and religious obligations of the individual. Students who find that their classes or examinations involve conflicts with their religious observances are expected to notify their instructors well in advance so that alternative arrangements as suitable as possible may be worked out.

**Academic Dishonesty, Plagiarism and Cheating**
NOTE: The information contained in this section has been edited from the Student Code of Conduct and written in a condensed format. Anyone with specific questions regarding academic misbehavior should consult the source document at www.doso.wayne.edu/codeofconduct.pdf. If the provisions described on this page differ in any way from the provisions of the Student Code of Conduct, then the provisions of the Code shall prevail.

Academic misbehavior means any activity that tends to compromise the academic integrity of the institution or subvert the education process. All forms of academic misbehavior are prohibited at Wayne State University, as outlined in the Student Code of Conduct (http://www.doso.wayne.edu/student-conduct-services.html).

Students who commit or assist in committing dishonest acts are subject to downgrading (to a failing grade for the test, paper, or other course-related activity in question, or for the entire course) and/or additional sanctions as described in the Student Code of Conduct.

Cheating: Intentionally using or attempting to use, or intentionally providing or attempting to provide, unauthorized materials, information or assistance in any academic exercise. Examples include: (a) copying from another student’s test paper; (b) allowing another student to copy from a test paper; (c) using unauthorized material such as a ”cheat sheet” during an exam.

Fabrication: Intentional and unauthorized falsification of any information or citation. Examples include: (a) citation of information not taken from the source indicated; (b) listing sources in a bibliography not used in a research paper.

Plagiarism: To take and use another’s words or ideas as one’s own. Examples include: (a) failure to use appropriate referencing when using the words or ideas of other persons; (b) altering the language, paraphrasing, omitting, rearranging, or forming new combinations of words in an attempt to make the thoughts of another appear as your own.
Other forms of academic misbehavior include, but are not limited to: (a) unauthorized use of resources, or any attempt to limit another student’s access to educational resources, or any attempt to alter equipment so as to lead to an incorrect answer for subsequent users; (b) enlisting the assistance of a substitute in the taking of examinations; (c) violating course rules as defined in the course syllabus or other written information provided to the student; (d) selling, buying or stealing all or part of an un-administered test or answers to the test; (e) changing or altering a grade on a test or other academic grade records.
# Tentative Schedule

This is a tentative schedule for the semester. Please check this course syllabus weekly and pay close attention to changes to this schedule and course announcements on the course web site.

<table>
<thead>
<tr>
<th>Unit</th>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td><strong>Unit 1: THINK: Design Thinking and Ability</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 1    | 5/8 to 5/21| Defining Design Thinking and ability and the tenets of design thinking. Illustrating design in action | Boling & Smith: *The Changing Nature of Design*  
Cross: Ch.1  
Cross Ch. 2 & 3 | Reflection Questions  
Abby Carlin Case Study Assignment |
|      |            | **Unit 2: THINK (con.): How Designers Think**                         |                                                                        |                                      |
| 2    | 5/22 to 6/4| Describing how designers think and designing to use. Illustrating design versus instruction. | Cross: Ch. 4, 5,6, & 7  
Spector: Ch. 1,2,3, & 4 | Reflection Questions  
Visual Thinking Exercise |
|      |            | **Unit 3: OBSERVE: Design Expertise, Design Problems**                |                                                                        |                                      |
| 3    | 6/5 to 6/18| Defining design expertise by identifying the steps from novice to expert. Describing the design Problem-solution relationship. | Cross: Ch. 8  
Spector: Ch. 6, 12  
Steve Jobs Article  
Peter Vistisen Article | Reflection Questions  
Tracey/Unger Case Study Assignment  
Design Problem Topic/Opportunity Assignment  
Peer Group Design Assignment |
|      |            | **Unit 4: OBSERVE (con.): End-user Discovery**                        |                                                                        |                                      |
| 4    | 6/19 to 7/2| Theories and how they apply to design solutions. Design Space: **DISCOVER End-users:** Design to a precise description of the end-users (learners) and what he/she wishes to accomplish. | Tessmer & Wedman Article  
Layered Learner Analysis  
Spector: Ch. 7, 8, 9, & 10  
Design Theories Job Aid | End-User Discovery Assignment  
Falken Case Study Assignment |
<table>
<thead>
<tr>
<th>Unit 5: OBSERVE ---to--- MAKE: Content, Outcomes, Assessments</th>
</tr>
</thead>
</table>
| **5** | **7/3 to 7/16** | **Design Space: DISCOVER**  
**Content:** Discover the content your end users must know and do to achieve your goals.  
**Outcomes and Assessments:** Design to reach outcomes and show achievement  
**Outcomes and Assessments:** Design knowing the quality delivered to both internal and external clients  
**Design Space: IDEATE**  
**Ideate:** Design knowledge how it is done well  
**Context:** Design with an eye on real life context  
**Context:** Design with an eye on learning context  
**Context:** Design within constraints | Spector: Ch. 5 & 14  
Designing for Impact on Society Article  
Design Thinking for Kids | ☐ Content Discovery Assignment  
☐ Outcome and Assessment Assignment |

<table>
<thead>
<tr>
<th>Unit 6: MAKE (con.) Educational Activities, Experience Design Prototype</th>
</tr>
</thead>
</table>
| **6** | **7/17 to 7/28** | **Design Space: PROTOTYPE**  
**Prototype:** Design to achieve transfer of learning  
**Prototype:** Design knowing procedural and supportive content  
**Prototype:** Design media and delivery system  
**Prototype:** Design to include practice | Spector, Ch. 16  
Instructional Methods Job Aids  
Student Centered Teaching Methods | ☐ Reflection Questions  
☐ Educational Activity Assignment  
☐ Submit Final Experience Design Prototype (DUE 4/28/2017 by 11:59PM) |